

DOCUMENT RESUME

ED 141 994

EC 101 352

TITLE Psychoeducational Diagnosis - A Derivative of Classroom Behavior.
 NOTE 17p.
 AVAILABLE FROM Instructional Materials Center, 1020 South Spring Street, Springfield, Illinois 62706
 EDRS PRICE MF-\$0.83 HC-\$1.67 Plus Postage.
 DESCRIPTORS Aural Learning; *Diagnostic Teaching; *Educational Diagnosis; Elementary Secondary Education; *Learning Disabilities; Motor Development; *Sensory Integration; *Teaching Methods; Visual Learning

ABSTRACT

Eleven types of learning disabilities are listed along with observable classroom behavior and group and individual teaching techniques for each type of disability. Among disability types considered are visual-motor channel disability, auditory decoding process disability, auditory vocal automatic disability, and visual motor sequencing. (CL)

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STATE OF ILLINOIS
OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
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PSYCHOEDUCATIONAL DIAGNOSIS - A DERIVATIVE OF CLASSROOM BEHAVIOR

Distributed by

Instructional Materials Center
1020 South Spring Street
Springfield, Illinois 62706

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Type of Disability

Visual - Motor Channel
Disability (Auditory Learner)

Observable Classroom Behavior

"Strauss Syndrome" child

Reversals of b,d,p,q,u,n, when writing beyond C.A. 7 or 8

Inversion of numbers when writing (17-71), as well as reversals.

Mixed Laterality

Awkward motorically, frequently tripping over own feet, bumping into things.

Poor motor coordination

Hyperactive, short attention span, perservation

Can give correct answers when teacher reads a test to him, but will not sit down and put them on paper

Poor handwriting, artwork, drawing

Poor performance on group tests of intelligence or achievement

Seems brighter than tests shows him to be

Poor perception of time and space

Gets lost easily. Cannot tell time.

May have vision problems

Teaching Techniques

Group

Phonetic method of reading

Encourage oral responses

Utilize stimulus-reduction to reduce hyperactivity

Color cues to reduce perserveration

Book marker to block out all but one line to reduce distractability

Tape record lessons whenever possible

Present material on records, permitting oral answers

Give tests orally, with teacher writing answers

Strauss--Lehtinen:
Psychopathology and Education of the Brain-Injured Child

Individual

Exercise to train visual-motor abilities.

See-quees for V-M sequencing

Train visual discrimination

Train blaterality

Train body-image

Use Ray Barsch's Movegenic Curriculum

Use Kephart's techniques. The Slow Learner in the Classroom.

Use Language Master tape recorder extensively.

Tape record homework answers and type child's responses.

Type of Disability

Observable Classroom Behavior

Teaching Techniques

Auditory-Vocal Channel
Disability (Visual Learner)

- May have a speech problem
- May sequence sounds or syllables oddly
- May use "small words" incorrectly
- Seems not to listen or understand
- May watch teachers face intently, trying to lip read
- Responds in one word sentences
- Can follow instructions better after he has been shown rather than told
- Cannot learn rote - memory tasks such as alphabet, number combinations, telephone number, address
- Seems to be less intelligent than I.Q. tests indicate
- Can "do" many more things than teacher would expect, i.e., fix electrical cords, put puzzles together, figure on abacus, etc.

Group

- Look-Say Method
- Sight words
- Flash cards
- Configurational Clues
- Context clues

Individual

- Teach discrimination
- Teach Sound blending
- Introduce phonics using Gillingham
- Use exercises to train all five auditory channel abilities

Type of DisabilityObservable Classroom BehaviorTeaching Techniques

Decoding Process Disability
(Does not understand the
significance of what is
seen and heard)

Auditory

Does not understand what he hears.

Poor receptive vocabulary.

Cannot carry-out directions.

Cannot identify sounds correctly.

Group

Use short, 1 concept
phrases.

Ask short questions.

Use experience charts
in reading.

Give visual clue when-
ever possible, i.e.
gestures, written
materials, etc.

Use visual aids whenever
possible.

Individual

Train listening skills

Increase vocabulary.

Give increasingly more
difficult oral
instructions and
problems.

Write from dictation.

"Simon Says" kinds of
games

Visual

Does not enjoy pictures or books.

Does not understand what he reads.

Cannot describe what is happening
in a picture. May only be able to
label objects.

Cannot categorize pictures.

Allow child to auditorize
whenever possible

Use phonic method of
reading.

Check comprehension
carefully, giving
auditory clues.

Permit child to use
records, tape-recorder,
or other method of audi-
torizing material to be
learned.

Train ability to label,
describe, using simple
pictures or objects.

Use simple visual aids
for practice.

Identify colors, letters,
numbers, etc.

Type of DisabilityObservable Classroom BehaviorTeaching Techniques

Association Process Disability
(Does not manipulate linguistic symbols internally)
(Does not relate what is seen and heard to what has been stored.)

GroupIndividualAuditory-Vocal Association

Low score on Similarities Subtest of WISC

Poor concept formation in verbal responses.

Has problems with abstract reasoning.

Thinking quite concrete.

Will raise his hand but give a foolish answer.

Is very slow to respond. Needs time to mull over a question.

Does not comprehend directions

Has never enjoyed being read to.

Ask 1-concept questions, eliciting several short answers

Accept concrete answers

Supplying more abstract for him.

Provide visual cue where possible

Give ample time for response.

Give child a written question to think about before answering.

Train his ability to find common characteristics.

Practice finding differences or similarities

Categorize or classify objects.

Identify incongruities in stories.

Use Continental Press materials given auditorily

Visual-Motor-Association

Cannot handle primary workbook tasks.

Concept formation poor on standardized tests.

Does not comprehend what he reads.

Cannot tell a story from pictures. All he can do is label objects in the pictures.

Permit him to trace correct responses first.

Provide an auditory cue

Train the ability to classify.

Sort objects, pictures by use, shape, size, color.

See-quees Story Cards

Incongruities in Pictures.

Type of DisabilityObservable Classroom BehaviorTeaching Techniques

Encoding Process Disability:
(does not express ideas in
words or gestures)

GroupIndividual

Vocal Encoding

Shy, seldom talks in class.

Responds with one-word answers.

May talk a lot, but expresses
few ideas.

Provide opportunity & time
for oral responses.

"Show and Tell" may require
much help from teacher.

Give visual cue to help
child describe events.

Encourage oral reports, but
with use of notes permitted.

Practice speaking
sentences.

Give definitions.

Discussions.

Ask child to describe
motor acts.

Encourage imitation
tutors speech.

Motor Encoding

Poor motor coordination

Poor at "Simon Says" when
words are omitted.

Has trouble imitating other
children in games

Poor at "Charade"-type games

Seldom communicates with gestures

Handwriting, drawing is very poor.

Trace as much as
possible.

Encourage child to
draw.

Imitate teachers
movements
Charades

Teach child to button,
zip, tie.

Kephart's exercises

Barsch's program

Physical education

Imitate tutors actions

Type of Disability

Auditory-Vocal Automatic
Disability
(does not learn automatically
from hearing language structure
over and over)

Observable Classroom Behavior

- Mispronounces words commonly used.
- Does not use correct plural endings for such words as mouse, man, etc.
- Does not use correct verb endings for past and progressive tense.
- Makes grammatical or syntactical errors which do not reflect those of his parents.
- May have related automatic disabilities in concepts of time and space, or in sound-blending.

Teaching Techniques

Group

- Encourage Imitation of teacher's phrases.
- Provide records to memorize (short poem)
- Provide visual cues whenever possible
- Check sound-blending abilities before pressing phonics.
- Work on sight vocabulary.
- Check visual closure abilities.

Individual

- Choral reading or speaking
- Direct repetition proper syntax.
- Language Master.
- Hegge-Kirk-Kirk
- Remedial Reading Drills
- Use incomplete sentences.

<u>Type of Disability</u>	<u>Observable Classroom Behavior</u>	<u>Teaching Techniques</u>	
		<u>Group</u>	<u>Individual</u>
Sequencing Disability (cannot remember sequences of non-meaningful stimuli)	- Can't remember what he hears. - Doesn't know alphabet by heart	- Permit child to use visual cues.	Memory training exercises
Auditory-Vocal Sequencing	- Can't count - Can't memorize multiplication tables - May not be able to memorize First Communion prayers or hymns. - May not know his address, telephone number - Can't remember instructions.	- Have him write as he memorizes - Use short, 1-concept sentences - Use visual aids.	- Teach words in series. - Have child learn simple finger-plays. - Language Master Programs - Repeat sentences verbatim
Visual Motor-Sequencing	- May misspell even own name after adequate practice - Can't write alphabet, numbers, addition and subtraction facts, or multiplication tables. - May recognize a word one day and not the next.	- Permit child to use an auditory cue. - Permit him to trace when possible. - Use audio-visual aids whenever possible. - Flash cards to be traced.	- See-Quees-pictures - Copy sequences of beads, blocks, etc. - Reproduce patterns. - Solve mazes. - Join dots to make patterns - Teach typing.